Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Teaching and learning during the pandemic: remote learning

Date: 2020-21

Aspects and details set out here are subject to change for two reasons:
What we do to support learning at home is constantly under review so we can best meet the needs of our pupils and their parent/carers. Your feedback is welcome.
The situation locally and nationally changes, too.

Who is this guide applicable to?
In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- a continuous, dry cough
- a high temperature above 37.8°C
- a loss of, or change to, sense of smell or taste

Additionally, those who have tested positive for Covid-19, are waiting for a test-result, and those who have been instructed to self-isolate.

Introduction
We want our school to be a happy and healthy place to learn. Unfortunately, some of that learning needs to be home-based if your child has to stay at home to self-isolate for some reason.

Sphere Federation schools provide remote learning (online) for pupils who are not able to attend school so that all our pupils can continue to make good progress.

This policy sets out our provision and some guidance on the role of pupils, teachers and parents/carers. Each family is unique and should approach home learning in a way which suits their individual needs. However, we strongly advise establishing a timetable for learning at home and sticking to this: routines really benefit children. (We've provided a template timetable – see below.)

The role of the parent / carer

- Be clear on the different situations for home learning that may arise – see pages 4 and 5.
- Look at the home-based learning tasks in English, Maths, Science and Topic. These will be posted on the school website by around 7.00pm on Sunday – often sooner. Make plans to complete the learning activities. We've provided a timetable for you to fill in to help you plan. Decide the start and end times to suit you and your child.
- **Tell school if online learning isn't possible at home – we'll provide paper-based learning instead.**
- Where possible, it's helpful for children to have a regular and familiar routine. We recommend that you maintain a structure for each 'school day' – the blank and sample timetables on pages 6 and 7 might help with this. Be clear with your child when each activity will start and end, including breaks.
- Find an appropriate place for your child to work – somewhere that's comfortable and away from too many distractions, if possible.
- Find a balance between providing support but making sure your child is working independently.
- Praise your child for maintaining concentration and producing work that's well-presented and carefully carried out. (We've added a smiley, straight and sad face on the timetables – you could build in some sort of daily target where you reward smileys for quiet focused learning in each session, perhaps aiming for three and building up to four, five…)
- If anything is unclear in the activities that are set, you can communicate with class teachers via the email address (We've listed the emails – see below). You can also contact the school office email – staff will forward the email to the appropriate teacher; please be clear about the name of your child and their class.
- The learning that your child completes at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so.
- Make sure you and your child follow our policies and guides – page 8 onwards.

Email for your child's teacher:

MOORTOWN Primary School

Reception - Mrs Burke:	moortowneyfs@spherefederation.org
Year 1 - Mrs Taylor: **Year 1** - Mrs Freeman:	carolinetaylor@spherefederation.org jackiefreeman@spherefederation.org
Year 2 - Mr Parker:	benparker@spherefederation.org
Year 3 - Mr Wain:	oliwain@spherefederation.org
Year 4 - Mr Wilks:	paulwilks@spherefederation.org
Year 5 - Mr Owen:	davidowen@spherefederation.org
Year 6 - Miss Wilson:	jenwilson@spherefederation.org

SCHOLES Scholes (Elmet) Primary School

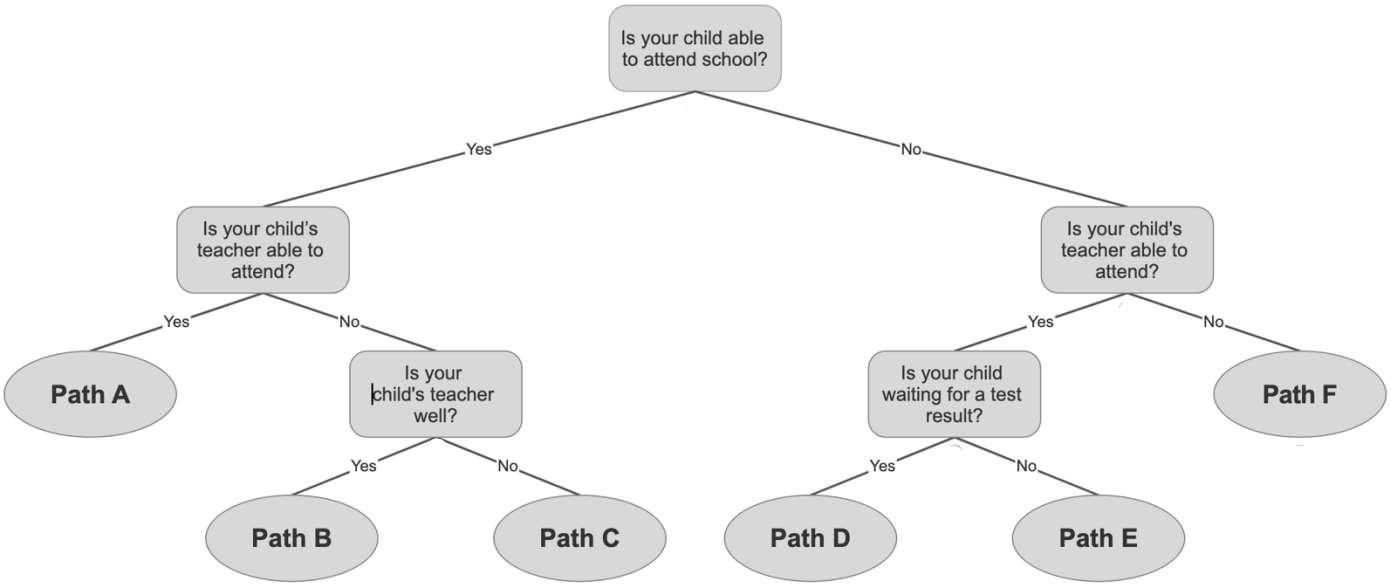
Nursery – Mrs Beesley **Nursery** – Mrs Long	scholesf1@spherefederation.org
Foundation 2 – Miss Parling **Foundation 2** – Mrs Allen-Kelly **Foundation 2** – Mrs Wilkins	scholesf2@spherefederation.org
1KN – Miss Lowry **1KN** – Mrs Lake	kaylowry@spherefederation.org natalielake@spherefederation.org
1,2V – Mrs Latham	vickylatham@spherefederation.org
2C – Mr Gathercole	carlgathercole@spherefederation.org
3,4E – Mrs McCormick	emmamccormick@spherefederation.org
3,4N – Mrs Wadsworth	nicolawadsworth@spherefederation.org
3,4O – Mr Catherall	olliecatherall@spherefederation.org
5,6B – Mr Freeman	benfreeman@spherefederation.org
5,6M – Mr Lindsay	marklindsay@spherefederation.org
5,6S – Mrs Hogarth	sarahhogarth@spherefederation.org

ST JAMES' Church of England Primary School

Foundation 1,2 – Miss Marsden	stjameseyfs@spherefederation.org
Year 1,2 – Miss Harker	katieharker@spherefederation.org
Year 3,4 – Mrs Rowley **Year 3,4** – Mrs Welsby	beckyrowley@spherefederation.org kerensawelsby@spherefederation.org
Year 5,6 – Miss Beatson	nataliebeatson@spherefederation.org

Different home learning situations

Here, we set out the different provision for the different situations that might arise.



	Provision
Path A Your child is able to come to school healthily, with no symptoms of Covid-19.	Your child comes to school and learns in what is as close to a normal day as possible (albeit one with lots of handwashing!). We've made changes to the curriculum, with two key principles in mind: • **a broad and balanced curriculum** • **a flexible curriculum** Flexibility is important. It allows teachers a chance to adapt things to meet the needs of the children, in terms of both • **wellbeing**: there's a focus on emotional wellbeing and Living and Learning skills • **learning**: teaching and learning goals, which prioritise closing any gaps in learning that might have arisen, especially in Reading, Writing and Maths ***Keeping in touch:*** *You can contact the teacher by email if you've any learning-related questions, comments or concerns.*
Path B Your child is able to continue to come to school, but the teacher has been advised to self-isolate for some reason.	The provision in place is similar to Path A. Typically, the class is led by support staff and by the teacher from home, delivering recorded online teaching and perhaps some Zoom sessions. ***Keeping in touch:*** *As Path A, contact the teacher by email if you've any learning-related questions, comments or concerns.*
Path C Your child is able to continue to come to school, but the teacher is unwell or absent for some other reason. *Please note: we'll tell you if the teacher is absent due to a Covid-19 issue.*	The provision in place is similar to Path A. Typically, the class is led by support staff or a supply teacher, using teaching and learning materials that have been provided by the class teacher, by other school staff, and using the materials and links that are available for home learning (Paths D and E). ***Keeping in touch:*** *Your child's class teacher is not available so instead, please contact school with any questions, comments or concerns.*

Path D Your child has to stay at home to self-isolate due to showing symptoms of Covid-19. This is hopefully just for a relatively short time, until you get the test result back.	Your child accesses learning via our website 'Home learning' page: https://www.scholeselmet.leeds.sch.uk/learn-more/home-learning/ https://www.stjameswetherby.leeds.sch.uk/learn-more/home-learning/ https://www.moortown.leeds.sch.uk/learn-more/home-learning/ The learning set out for the week ahead is published by Sunday evening by around 7.00pm. There will be five full sessions and some mini-sessions – the timetable on page 7 provides an overview of what is being set. We can't recreate exactly the teaching and learning that's happening in class each day, but we'll provide a mix of: • links to online lessons such as those from Oak National Academy, White Rose Maths and BBC Bitesize • activities and ideas that link directly to learning in class, such as 'RIC' (retrieve, interpret, choice) and reading fluency • links to sites that provide valuable practice, such as Time Tables Rock Stars and Phonics Play ***Keeping in touch:*** *You should contact the teacher by email if you've any learning-related questions, comments or concerns.* *If you let us know, teachers will be happy to speak with you and/or your child over the phone.*

Path E Your child has to stay at home to self-isolate due to Covid-19. This is for up to 14 days.	The provision in place is as Path D. ***Keeping in touch:*** *A teaching assistant will make regular calls to check on your child's learning and wellbeing.* *Contact the teacher by email if you've any learning-related questions, comments or concerns.* *If you let us know, teachers will be happy to arrange some telephone conversations with your child and a short Zoom meeting. The number of these will depend on how many individual pupils are in a similar situation, but we'll aim for a couple of calls in a week if you ask for them.*
Path F Your child, and the whole class/bubble, has to stay at home to isolate.	The whole class, including the class teacher are at home, self-isolating. Because the teacher is also at home, (s)he is able to organise some daily remote learning in a similar way to before the summer. We may need 24 hours to turn this around if a bubble has burst late in the day. Four teaching and learning sessions will be provided, which will usually feature: • Maths • Reading / Writing • Science • Topic At least two of the sessions will be an online recorded lesson by the teacher. The other two will link to online lessons (such as those from Oak National Academy, White Rose Maths and BBC Bitesize) or will be some more class activities that will be familiar to your child, such as 'RIC' (retrieve, interpret, choice) or reading fluency. This should be supplemented by lots of reading, some spelling practice and times table practice. Check out the Home Learning page of the school website, too – there will be lots of learning on here to supplement Path F provision (even previous weeks will feature learning opportunities that your child might engage with). ***Keeping in touch:*** *From 2.00pm to 2.40pm each day, the teacher will be available for a short Zoom 'drop in' for those who need it. Please email the teacher so they're aware of who to expect – they'll then send you the link to the meeting. Be prepared to wait in the Zoom waiting room – the wait will depend on how many others there are. The Zoom will be a chance for you and/or your child to reflect on their home learning and check on their wellbeing.*

My home learning timetable

Make some notes about what you did and how well you got on. Tell your teacher in a Zoom call or when you get back to school.

	Session 1 *(About 40 minutes)*	Session 2 *(About 40 minutes)*	Session 3 *(About 40 minutes)*		Session 4 *(About 40 minutes)*	Session 5 *(About 40 minutes)*	Mini-sessions throughout the day *(Tick them off as you do them!)*
Monday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Tuesday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Wednesday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Thursday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Friday				lunch			Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	

My home learning timetable

Make some notes about what you did and how well you got on. Tell your teacher in a Zoom call or when you get back to school.

	Session 1 *(About 40 minutes)*	Session 2 *(About 40 minutes)*	Session 3 *(About 40 minutes)*		Session 4 *(About 40 minutes)*	Session 5 *(About 40 minutes)*	Mini-sessions throughout the day (Tick them off as you do them!)
Monday	Writing	Maths	Reading	lunch	Topic	PE	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Tuesday	Writing	Maths	Reading	lunch	Science	Extra Have a go at one of the extra lessons.	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Wednesday	Writing	Maths	Topic	lunch	Reading	Science	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Thursday	Writing	Maths	Reading	lunch	Topic	PE	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	
Friday	Writing	Maths	Reading	lunch	Science	Tests Ask an adult to test you on the spellings and times tables you've been learning.	Reading Fluency Spelling Five Minute Moves 1 Rock Stars/NumBots Five Minute Moves 2
	☹ 😐 ☺	☹ 😐 ☺	☹ 😐 ☺		☹ 😐 ☺	☹ 😐 ☺	

SPHERE FEDERATION

Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Home-school emails: policy

Date: 2020-21

Our schools are happy and healthy places for all. We've always welcomed quick informal conversations as a useful way to build up the partnership we have with home. This policy is designed to maintain this during a period when communication between parents / carers and teachers is harder.

From September 2020, we recognise there is still value in emails to and from home:

- teachers can't currently hang around for conversations at the start and end of the day, and we know that occasionally parents/carers will need to ask a question or let the teacher know something
- parents/carers may want to take a picture or share in some other way homework (homework books are to remain home for the time being)

However, we also recognise that our teachers work long hours, often including lunchtimes and extended hours at the start and end of the day. We also have strict policies around safeguarding which are there to protect everyone.

The following points are for parents/carers to be aware of, and for our teachers to follow.

Parents/carers should…	Teachers will…
contact teachers by email with questions that are simple and quick to answer / respond to	forward to the Head of School any emails which are more complicated and/or an email trail which is becoming unmanageable (typically over five emails)
for more complex issues, contact school to arrange a longer telephone conversation or online discussion	be available for these meetings, as is reasonably required
make sure their emails relate to learning or their child's social / emotional needs	not respond to emails which are of a personal or social nature; instead they will forward these to the Head of School
if they want to, send pictures or other feedback about homework tasks (rather than returning homework books into school each week)	share pictures or other feedback about homework tasks during homework review sessions in class, time allowing (in such a situation, this would be instead of an email response home)
limit the number of emails they send to teachers to no more than three in a week	ask the Head of School to intervene if the number of emails from one family becomes excessive
not expect a response to emails before 8.00am or after 5.00pm	aim to respond to emails within one working day (where a response is needed)
call school for anything urgent (eg to report a sickness) Scholes (Elmet) Primary: 0113 264 9149 Moortown Primary: 0113 268 5915 St James' CE Primary: 01937 583 379	not be able to respond to anything urgent
avoid copying the emails to another person	not 'reply to all' if the email has another person copied in
contact the Head of School if they have more general issues or if they have any sort of concern	aim to respond to emails that raise a concern, in line with our Complaints Policy, but not respond to emails that are negative or demanding in any way; instead they will forward these to the Head of School who may choose to respond appropriately

This policy is for a limited period to support the effective home-school partnerships we have in place.

SPHERE FEDERATION

Scholes (Elmet) Primary
St James' CE Primary
Moortown Primary

Video calls: policy

Date: 2020-21

Our schools are happy and healthy places for all. Relationships between the teacher and pupils are really important. For example, effective relationships support learning, feedback, and staying safe.

If a whole class has to self-isolate (Path F), Zoom calls between school and home help to maintain this. We can also arrange a Zoom call if an individual has to self-isolate (Path E).

The following points are for pupils and parents/carers to follow.

Do not share the link, ID or pin to your child's meeting with anyone. This is for your child only. If you cannot find your link, please contact the class teacher.

Children should…	Parents/carers should…
be appropriately dressed – uniform isn't necessary, but we expect children to wear clothes that would be right for a non-uniform day at school, as a rough guide.	be present in the room during the meeting, but they do not need to join in the discussion.
be in an appropriate room in their home without background noise (eg not a bedroom or bathroom).	not share the link to your child's meeting with anyone – it's for your child only. (If you cannot find your link, please contact the class teacher.)
remain stationary throughout the meeting (eg sitting at a table or on a chair).	
follow our school rules: *We respect everyone and everything.* *We follow instructions.* *We keep hands, feet and objects to ourselves.*	
(If there is any inappropriate language or behaviour, the child will be removed from the meeting.)	

The guidelines must be adhered to in all video calls with Sphere Federation staff. If any of the guidelines are not met, the child will be removed from the video call and the parents will be contacted.

This policy is for a limited period to support the effective home-school partnerships we have in place.

Online Safety

KS1 Acceptable Use Policy

My name is_____

To stay SAFE online and on my devices:	✓
1. I only use devices or apps, sites or games if a trusted adult says so.	
2. I ask for help if I'm stuck or not sure.	
3. I tell a trusted adult if I'm upset, worried, scared or confused.	
4. If I get a funny feeling in my tummy, I talk to an adult.	
5. I look out for my friends and tell someone if they need help.	
6. I know people online aren't always who they say they are.	
7. Anything I do online can be shared and might stay online forever.	
8. I don't keep secrets or do dares and challenges just because someone tells me I have to.	
9. I don't change clothes in front of a camera.	
10. I always check with an adult before sharing personal information.	
11. I am kind and polite to everyone.	

My trusted adults at **school** are:	My trusted adults at **home** are:

Online Safety

KS2 Acceptable Use Policy

Name:

This agreement will help keep me to stay safe and help me to be fair to others.

1. **I learn online.** I use the school's internet and devices for schoolwork and other activities to learn and have fun. School internet and devices are monitored.
2. **I ask permission.** Whether at home or school, I only use the devices, apps, sites and games I am allowed to, at the times I am allowed to.
3. **I am creative online.** I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things.
4. **I am a friend online.** I won't share anything that I know another person wouldn't want shared, or which might upset them. If I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
5. **I am a secure online learner.** I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
6. **I am careful what I click on.** I don't click on unexpected links or popups, and only download or install things when I know it's safe or has been agreed by trusted adults. Sometimes, add-ons can cost money, so it's important I always check for these, too.
7. **I ask for help if I am scared or worried.** I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
8. **I know it's not my fault if I see or someone sends me something bad.** I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
9. **I communicate and collaborate online** …with people I already know and have met in real life or that a trusted adult knows about.
10. **I know new online friends might not be who they say they are.** I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
11. **I check with an adult before I meet an online friend** …face to face for the first time, and I never go alone.
12. **I don't do live videos (livestreams) on my own** …and always check if it's allowed. I check with a trusted adult before I video chat with anybody for the first time.
13. **I keep my body to myself online.** I never get changed or show what's under my clothes in front of a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.
14. **I say no online if I need to.** I don't have to do something just because a friend dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
15. **I tell my parents/carers what I do online.** They might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.

16. **I am private online.** I only give out private information if a trusted adult says it's ok. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
17. **I am careful what I share and protect my online reputation.** I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
18. **I am a rule-follower online.** I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour.
19. **I am not a bully.** I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
20. **I am part of a community.** I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.
21. **I respect people's work.** I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
22. **I am a researcher online.** I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find.

I have read and understood this agreement.	
If I have any questions at school, I will speak to a trusted adult:	**Outside school, my trusted adults are**
Signed:	**Date:**

Online safety:
Acceptable use policy for parents/carers

What is an acceptable use policy?

We ask all children, young people and adults involved in the life of Sphere Federation to adhere to an Acceptable Use Policy (AUP), which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people can get upset, but these rules should help us avoid it when possible, and be fair to everybody.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything on a school device or using school networks/platforms/internet may be viewed by one of the staff members who are here to keep your children safe.

We tell your children that they should not behave any differently when they are out of school or using their own device or home network. What we tell pupils about behaviour and respect applies to all members of the school community:

'Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.'

Where can I find out more?

You can read Sphere Federation's full Online Safety Policy for more detail on our approach to online safety and links to other relevant policies (eg Safeguarding Policy, Behaviour Policy, etc). If you have any questions about this AUP or our approach to online safety, please speak to the Head of School.

What am I agreeing to?

1. I understand that Sphere Federation uses technology as part of the daily life of the school when it is appropriate to support teaching & learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.

2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials. These precautions include the relationship policy and acceptable use agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.

3. I understand that internet and device use in school is subject to filtering and monitoring.

4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.

5. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will support the school's online safety policy in regard to social media and not encourage my child to join any platform where they are below the minimum age.

6. I will follow the school's online safety policy, which outlines when I can capture and/or share images/videos. I will not share images of other people's children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.

7. I understand that for my child to grow up safe online, they will need positive input from school and home, so I will talk to my child about online safety (NB: the recent LGfL DigiSafe survey of 40,000 primary and secondary pupils found that 73% of pupils trust their parents on online safety, but only half talk about it with them more than once a year). Understanding human behaviour is more helpful than knowing how a particular app, site or game works.

8. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK.

9. I understand that it can be hard to stop using technology sometimes, and I will talk about this to my children, and refer to the principles of the Digital 5 A Day: childrenscommissioner.gov.uk/our-work/digital/5-a-day/

10. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) and I understand that they will be subject to sanctions if they do not follow these rules.

11. I can find out more about online safety at Sphere Federation by reading the full Online Safety Policy and can talk to the Head of School if I have any concerns about my child/ren's use of technology or if I have questions about online safety or technology use in school.